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ABSTRACT

This study stems in part from a desire to correct the misapprehension that Japanese students are somehow less autonomous than learners from other cultural backgrounds. The view that Japanese learners tend to be passive, obedient, and quiet is commonly accepted. Much of this "evidence" is anecdotal and comes from teacher observation of student behavior, not interviews with students themselves. Language teaching in Japan is, indisputably, still teacher-centered, and students have been led to rely upon memorization and mechanical approaches to language learning. Given these facts, it is not surprising that Japanese students do not typically demonstrate much learner autonomy or use a wide variety of learning strategies. It is asserted that Japanese students are not any more or less autonomous than learners from different cultural backgrounds; rather, the environment in which they have studied a foreign language, characterized by a formal, teacher-centered, grammar-translation approach that discourages experimentation with language and the development of a set of personalized learning strategies is responsible for the students' classroom behavior. Six groups of four to five Japanese college students were asked to respond individually to 13 questions, the answers to which had been used in several earlier studies and had been shown to be valid indicators of the level of learner autonomy. Results indicate that it is not the learners who are innately passive, but it is an educational system that has created an environment that discourages learner autonomy. Seven references and an appendix with the questionnaire are included. (KFT)

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LEARNER AUTONOMY IN LANGUAGE LEARNING : A PRELIMINARY INVESTIGATION

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LEARNER AUTONOMY IN LANGUAGE LEARNING : A PRELIMINARY INVESTIGATION

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I. Introduction

Despite the volume of research which has been undertaken over the last 20 years in the area of learner autonomy, a comprehensive and universally accepted definition of "learner autonomy" has yet to emerge. What has become apparent, however, is that the common ground shared by the competing and complimentary definitions of this term indicate that students likely to be identified as "autonomous" are both cognitively and meta-cognitively aware of their role in the learning process, seek to create opportunities to learn, and attempt to actively manage their learning in and out of the classroom. Such learners consistently state that they prefer to study in an atmosphere in which they are free to express themselves, speak with and question others and contribute to the management of the class, all of which are encouraged by the so-called "communicative" approach to language teaching, as opposed to more traditional teacher-centered language classes.

II. Background

This study stems in part from a desire to correct the misapprehension that Japanese students are somehow less "autonomous" than learners from other cultural backgrounds. The view that Japanese language learners tend to be passive, obedient and quiet is commonly accepted. However, much of this evidence is anecdotal and comes in the form of teacher observation of student behavior, not interviews with students themselves. Much recent evidence (cf: Purdie, Doglas & Hattie, (1996); Pierson, (1996); Robbins, (1996) also exists to indicate that language teaching in Japan is still typically teacher-centered and that students have been led to rely on the use of memorization and mechanical approaches in language learning. Given this situation, it is not surprising that Japanese students have failed to overtly demonstrate a great deal of autonomy or make use of a wide variety of learning strategies. The authors hypothesize that these students are in fact not any more or less "autonomous" than learners

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from different cultural backgrounds; rather, the environment in which they have studied foreign language, characterized by a formal, teacher-centered, grammar-translation approach which discourages experimentation with language and the development of a set of personalized learning strategies is responsible for the students' classroom behavior.

III. Purpose

The purpose of the experiment was to determine whether the participants' responses to the 10 questions asked during the study evidenced characteristics typical of "autonomous" learners as described in relevant studies (see Nola, Pirdie et. Al, (1996); Zimmerman & Martinez-Pons, (1986); Wenden, (1987); Dornyei (1994) and Oxford, (1990), in an attempt to develop profiles of Japanese learners' pattern(s) of preferences. We hoped that by examining 1) students' attitudes toward and beliefs about learning; 2) their expectations of themselves; and 3) their expectations of their instructors in the learning process that we will in the future be in a position to better investigate these facets of learning and offer more interesting and meaningful language instruction.

IV. Method

Six groups of 4 or 5 students each were interviewed in their native language for approximately one hour. Three of the groups were defined as "high" achievers, based on performance on standardized proficiency measures, including scores on the TOEIC and Cambridge PET examinations; the other three groups were designated "low" achievers due to their level of performance on the same set of measures. Students of similar levels of ability were placed in groups for the interviews. The 10 questions below were asked during each interview, and all participants were encouraged to respond individually to each question by offering a comment or observation based on feeling, opinion or experience. The interviews were conducted in Japanese by a Japanese interlocutor, taped, transcribed, analyzed and translated, and significant themes from the responses to each question identified.

The participants were asked the following questions; each participant was encouraged to provide a response or comment on each question:

1) Where does learning occur?
2) Describe your ideal learning environment
3a) In what situations do you learn most comfortably?
3b) In what situations do you learn least comfortably?
4) What is the purpose of classroom learning?
5a) Describe your ideal lesson

5b) Describe a bad learning atmosphere
6a) What is the instructor's role in the learning process?
6b) What is the role of a student in the learning process?
7) How are foreign languages learned?
8) Why are you studying English?
9) What is the most effective way of learning a foreign language?
10) What strategies do you use when you study?

V. Results

Responses indicative of either learner autonomy or the rejection of a passive role in the learning process appear in italics.

(1) Where does learning occur?	Conception of Learning (Nola, Pirdie et. Al 1996)
When I can learn new things	increasing one's knowledge
When I can do well on tests	memorizing, reproducing & studying as a means to an end
When I learn to apply my knowledge	applying knowledge
When I can understand TV and movies	understanding
When I see things differently	seeing something in a different way
When I can communicate with foreign people	developing social competence
When I am able to express my opinions	personal fulfillment as a process not bound by
When I can teach someone confidently	time or context
(2) Describe your ideal learning environment	Self-Regulated Learning Strategies (Zimmerman & Martinez-Pons 1986)
When the atmosphere is stimulating	environmental structuring
When the teacher and students get along & there is an atmosphere that encourages communication	environmental structuring
When there are a lot of chances to use English	environmental structuring
When class size is small	seeking social assistance from teachers/peers
(3a) In what situations do you learn most comfortably?	Self-Regulated Learning Strategies (Zimmerman & Martinez-Pons 1986)
When I am not rushed	environmental structuring
When levels are more or less equal	environmental structuring
When classes are small	seeking social assistance from teachers/peers
Studying without having to worry about grades/rank	self-evaluation
When the lesson provides affective satisfaction	self-consequences
(3b) In what situations do you learn least comfortably?	Self-Regulated Learning Strategies (Zimmerman & Martinez-Pons 1986)
In situations in which I feel my ability is low	own problems/unsuitable level
When the lesson/topic is not relevant to me	unsuitable level/content
Being forced to study hard for evaluation	external pressure
Inadequate affective satisfaction	affective conditions
(4) What is the purpose of classroom learning?	Self-Regulated Learning Strategies (Zimmerman & Martinez-Pons 1986)
To receive stimulation or reinforcement	self-consequences
To gain new knowledge	seeking information

To practice	rehearsing & memorizing
To use English	environmental structuring
To learn how to study	organizing & transforming
To learn together with friends	seeking social assistance from peers
To meet and practice conversation in groups	environmental structuring
(5a) Describe your ideal lesson	Students seek learning opportunities which are:
When I can learn practical things	practical
Learning in groups	group work
When there is an atmosphere of freedom	autonomy
When a lot of communication takes place	communicative
When lessons have a deep meaning	interest
When I can do things I want to do	self-involvement
When everyone together presents and discusses ideas	cooperative
When lessons are fun	enjoyable
When I can understand	comprehensible
When we discuss current events	authentic & topical
(5b) Describe a bad learning atmosphere	Students seek learning opportunities which are not:
Lessons in which the communication flows only one way	one-sided
Lessons which require students to be passive	passive
Quiet lessons where it is difficult to ask questions	quiet
Lessons in which I have no interest	uninteresting
Classes where students are forced to memorize for tests	rote
Lessons in which students` opinions are not voiced	non-participatory
Teacher-centered lessons	teacher-centered
Classes in which there is only one correct answer and no discussion of other possibilities	authoritarian
Lessons in which the pattern is always the same	predictable
(6a) What is the instructor`s role in the learning process?	Students seek instructors who act as:
To explain what students are unable to understand alone	explicator
To present various opinions	resource person
To allow students to hear "living" English	language model
To motivate students	motivator
To pull together and lead students	leader
To show students how to learn/study	facilitator
To inspire/pique students` interest	motivator
To provide inspiration	source of inspiration
To create a positive atmosphere	motivator
To act as advisors	advisor
To broaden the students` world	knowledge transmitter
(6b) What is the role of a student in the learning process?	Self-Regulated Learning Strategies (Zimmerman & Martinez-Pons 1986)
To have a purpose for studying	goal setting and planning
To work for themselves	self-consequence
To become more independent	environmental structuring
To study actively	self-evaluation
To show ways in which students wish to learn	organizing and transforming
To participate enthusiastically	self-consequence

(7) How are foreign languages learned?	Beliefs about Language Learning (Wenden, 1987)
By going abroad	live & study in a linguistically rich environment
By being in an environment in which the target language is spoken	live & study in a linguistically rich environment
By getting used to the target language	learning should occur naturally
By learning about culture	emotions/non-linguistic factors` importance
By using the language	practice
By studying diligently	practice
By creating opportunities to learn actively	increase self-involvement
By studying basics like vocabulary and grammar	learn grammar and vocabulary
By making language study part of my life	be mentally active
(8) Why are you studying English?	Motivation and Attitudinal Variables (Dornyei, 1994)
To prepare for finding a job	instrumental motivation
To understand lyrics and films in English	desire for knowledge and values associated w/English
To facilitate communication	desire for knowledge and values associated w/English
To go abroad	desire to spend time abroad
To broaden my world	interest in foreign languages and culture
It is attractive/cool	desire for knowledge and values associated w/English
(9) What is the most effective way of learning a foreign language?	Language Learning Strategies (Oxford, 1990)
To balance different skill elements and study	organizing; meta-cognitive strategy
To study until it becomes familiar	setting goals and objectives; meta-cognitive
To monitor myself	self-monitoring; meta-cognitive strategy
Imagination/imagery	visualization/imagination; cognitive strategy
By studying other foreign languages	finding out about language learning; meta" "
By doing tasks diligently	structured reviewing; cognitive strategy
By becoming familiar with grammar and vocabulary	using mechanical techniques; setting goals and objectives; cognitive
By practicing conversation	cooperating with others; social strategy
By determining one`s purpose	setting goals and objectives; meta-cognitive
By having motivation and studying hard	making positive statements; affective strategy
Being strict with myself	self-evaluation; meta-cognitive strategy
By going abroad	seeking practice opportunities; meta-cognitive
By using what I learn	overviewing and linking w/knowledge; meta" "
By creating opportunities to learn	seeking practice opportunities; meta-cognitive
(10) What strategies do you use when you study?	Language Learning Strategies (Oxford, 1990)
Correspondence	seeking practice opportunities; meta-cognitive
Using class notes and tapes outside of class	overviewing and linking w/knowledge; meta" "
Using the radio, TV and films	seeking practice opportunities; meta-cognitive
Speaking with foreigners	cooperating with others; social strategy
Studying every day	structured reviewing; cognitive strategy
By learning a few words each day	setting goals and objectives; meta-cognitive
By making a plan for remembering words (speaking, writing, word form, context)	organizing; meta-cognitive strategy
By being prepared for lessons	self-monitoring; meta-cognitive strategy
By making learning enjoyable	making positive statements; affective strategy
Mental imaging	visualization/imagination; cognitive strategy
By taking notes	overviewing and linking w/knowledge; meta" "
By not using a dictionary	setting goals and objectives; meta-cognitive
By remembering the content of lessons	overviewing and linking w/knowledge; meta" "

By reading books seeking practice opportunities; meta-cognitive

VII. Conclusions

While it would be premature to generalize from the results gleaned from such a small group of informants, several tentative conclusions can be drawn. It is our conclusion that Japanese language learners are not in fact less autonomous or independent than learners from other cultures, but perhaps that educational and behavioral norms and the goals of language study in Japan have created an environment in which learner autonomy is implicitly discouraged.

Responses to questions 7 and 8 in this survey indicated a high degree of awareness of both learning and communication strategies as well as of affective variables such as the role and influence of the classroom environment on the learning process. Responses to questions 9 and 10 as well indicated that, while students have a strong awareness of various meta-cognitive language learning strategies, their ability to translate this meta-cognitive knowledge into practical approaches to language learning has not kept pace, we suspect because of the type of language instruction characteristic of Japanese public schools. In short, students have a conception of themselves as independent learners and a meta-cognitive awareness of various means which can be used to facilitate learning, but are unclear about how to actually apply this knowledge to the task of learning.

The number of responses to questions 6a (11 responses) & 6b (6 responses) about teacher and learner roles indicated both that informants had a clearer set of expectations of the role of the teacher than they did of themselves, and were in significantly more accord as to what their expectations of their instructors were. Given the fact that the majority of their foreign language classes have to this point been teacher-centered, this is not surprising. Similarly, the opinions which were expressed indicated that learners expect to be externally motivated and inspired, rather than seeking motivation and inspiration in themselves or in the learning process or material. Nevertheless, the responses to questions 6a also indicated that students prefer instructors who are able to fill non-traditional roles in the classroom, rather than those who simply lecture or act as transmitters of knowledge. Moreover, despite the relatively smaller number of responses and thus degree of overlap in the responses to question 6b, the overall picture which emerges is of students who are aware of their own responsibility and role as knowledge seekers.

Learners also showed a strong preference in their responses to questions 5a and 5b for a classroom environment characteristic of a communicative approach to language teaching, e.g. for an atmosphere in which they felt encouraged to express themselves and experiment using the language to communicate their thoughts and feelings. Students explicitly expressed dislike for

classroom atmospheres in which they felt unable to participate or express themselves. The responses to questions 5a/b and 6a, because they were aimed at getting subjective yet specific personal information from participants, are not covered by existing literature; nevertheless, responses overwhelmingly demonstrate a "readiness" on the part of participants to take a more active role in determining the course of their own learning.

The breadth of this survey presented a wealth of data; however, much of it was difficult to interpret precisely because of its subjective, personal nature. Many of the participants had as well perhaps never voiced such opinions before being asked to respond. A difference in the two groups' ability to respond concretely to these questions was observed during the transcription process. As this was a preliminary study, these issues were not wholly unforeseen; a corollary goal of this study was to determine the type of question best suited to soliciting such information.

VI. Directions for Additional Research

The responses obtained in this investigation will serve as the basis for a more refined set of questions to be used in future interviews with students/language learners. The English-language translation of the pilot questionnaire is included in appendix 1. The actual questionnaire will be administered in Japanese.

Appendix 1

Please indicate your answer to the following questions by circling the number that most closely reflects your opinion.

(1) Where does learning occur?

a) When I can learn new things
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) When I can do well on tests
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) When I learn to apply my knowledge
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) When I can understand TV and movies
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) When I see things differently
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) When I can communicate with foreign people
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) When I am able to express my opinions

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) When I can teach someone confidently

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(2) Describe your preferred learning environment.

a) When the atmosphere is stimulating

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

b) When the teacher and students get along & there is an atmosphere that encourages communication

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

c) When there are a lot of chances to use English

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

d) When class size is small

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

e) When I am not rushed

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

g) When students' ability levels are more or less equal

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

h) When classes are small

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

i) Studying without having to worry about grades/rank

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

j) When the lesson provides affective satisfaction

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

k) In situations in which I feel my ability is low

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

l) When the lesson/topic is not relevant to me

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

m) being forced to study hard for evaluation

APPEALING 1 2 3 4 5 6 7 8 9 10 UNAPPEALING

n) When I can learn practical things

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

o) When learning occurs in groups

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

p) When there is an atmosphere of freedom

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

q) When a lot of communication takes place

AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

r) When lessons have a deep meaning
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

s) When I can do things I want to do
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

t) When everyone together presents and discusses ideas
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

u) When lessons are fun
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

v) When I can understand
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

w) When we discuss current events
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

x) When the communication flows only one way
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

y) When they require students to be passive
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

z) When it is quiet and thus difficult to ask questions
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

aa) When I have no interest in the lesson
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ab) When students are forced to memorize for tests
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ac) When students' opinions are not voiced
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ad) When classes are teacher-centered
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

ae) When there is only one correct answer and no discussion of other possibilities
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

af) When the pattern of the lesson is always the same
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(3) What is the purpose of classroom learning?

a) To receive stimulation or reinforcement
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To gain new knowledge
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To practice
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To use English
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To learn how to study
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) To learn together with friends
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) To meet and practice conversation in groups
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(4) What is the instructor's role in the learning process?

a) to explain what students are unable to understand alone
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To present various opinions
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To allow students to hear "living" English
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To motivate students
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To pull together and lead students
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) To show students how to learn/study
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) To inspire/pique students' interest
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) To provide inspiration
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

i) To create a positive atmosphere
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

j) To act as an advisor
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

k) To broaden the students' world
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(5) What is the role of a student in the learning process?

a) To have a purpose for studying
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To work for themselves
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To become more independent
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To study actively
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To show ways in which students wish to learn
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) To participate enthusiastically
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(6) How are foreign languages learned? Foreign languages are learned:

a) By going abroad
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) By being in an environment in which the target language is spoken
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) By getting used to the target language
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) By learning about culture
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) By using the language
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) By studying diligently
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) By creating opportunities to learn actively
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) By studying basics like vocabulary and grammar
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

i) By making language study part of my life
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(7) Why are you studying English?

a) To prepare for finding a job
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To understand lyrics and films in English
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To facilitate communication
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To go abroad
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) To broaden my world
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) because it is attractive/cool
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(8) What is the following do you feel are effective ways to learn a foreign language?

a) To balance different skill elements and study
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

b) To study until it becomes familiar
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

c) To monitor myself
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

d) To make use of imagination/imagery
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

e) By studying other foreign languages
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

f) By doing tasks diligently
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

g) By becoming familiar with grammar and vocabulary
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

h) By practicing conversation
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

i) By determining one's purpose
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

j) By having motivation and studying hard
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

k) Being strict with myself
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

l) By going abroad
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

m) By using what I learn
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

n) By creating opportunities to learn
AGREE 1 2 3 4 5 6 7 8 9 10 DISAGREE

(9) What strategies do you use when you study? I make current use of the following strategies:

a) Correspondence
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

b) Using class notes and tapes outside of class
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

c) Using the radio, TV and films
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

d) Speaking with foreigners
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

e) Studying every day
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

f) By learning a few words each day
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

h) By making a plan for remembering words (speaking, writing, word form, context)
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

i) By being prepared for lessons
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

j) By making lessons enjoyable
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

k) Mental imaging
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

l) By taking notes
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

m) By not using a dictionary
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

n) By remembering the content of lessons
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

o) By reading books
ALWAYS 1 2 3 4 5 6 7 8 9 10 NEVER

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